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ABSTRACT

A competency-based instructional guide for grades 7-14, this volume is one of three parts, each of which focuses on a different environment (psychomotor, cognitive, or affective) for clothing and fashion instruction, and each of which includes competencies and corresponding learning activities for each of three instructional levels. The topic for this volume (Environment III--affective) is careers in the fashion world and emphasis is on interdisciplinary instruction. The volume can be used separately from the other two volumes as a total unit devoted to career exploration. The six aspects discussed are: (1) design; (2) production; (3) marketing, merchandising, and advertising; (4) service careers such as laundry, alterations, etc.; (5) combination careers; and (6) a general analysis of these careers. Each section employs the Career Fact Notebook (appended) as an integral part of its instruction, allowing the student an opportunity for self-evaluation. Following an introduction are a topical outline, the competencies and corresponding activities for each instructional level and appendixes which include challenge validating tests and forms for career evaluation and analysis. (ELG)

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FIBER, FABRIC and FASHION

Environment III

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

INTRODUCTION TO ENVIRONMENT III

Environment III is offered as a component of career education because being a successful individual within a working society is no longer a happenstance but a planned goal. A person can develop their full potential by engaging in educational activities designed to assist students in exploring the career arena. The Arizona Career Education Matrix in this environment has been utilized to assist students in developing insight into the Career Education Elements of self-awareness, educational awareness, career awareness, economic awareness, decision-making, beginning competencies, employability skill and appreciations and attitudes. The individual may assess the skills, knowledge and attitudes necessary for a career. The total environment and life style is identified for analysis.

This section may be taught as a total unit for career exploration with other disciplines. It is especially suited to be team taught by home economics and distributive education, since it was a jointly developed project by these two areas. A semester course in fashion careers is especially appropriate.

The CAREER FACT NOTEBOOK is an integral part of this environment for using this device makes self-evaluation more probable and gives students written information to assess at regular intervals.

Topical Outline

9.0 Exploration of Fashion Careers

- 9.1 Design Careers
  - 9.11 Knowledge and Skills Used in Designing
  - 9.12 Work Attitudes and Success Factors in Designing
  - 9.13 Life Styles Associated with Designing Careers
  - 9.14 Economic Aspects of Design Careers
  - 9.15 Education and/or Experience for Design Careers
  - 9.16 Occupational Outlook for Design Careers
  - 9.17 Historic Aspects of Design Careers
  - 9.18 Possibilities for Advancement in Design Careers
- 9.2 Production Careers
  - 9.21 Knowledge and Skills Used in Mass Producing Apparel
  - 9.22 Knowledge and Skills Used in Custom Production
  - 9.23 Work Attitudes and Success Factors in Production Careers
  - 9.24 Life Styles Associated with Production Careers
  - 9.25 Economic Aspects of Production Careers
  - 9.26 Education and/or Experience for Production Careers
  - 9.27 Occupational Outlook for Production Careers
  - 9.28 Historic Aspects of Production Careers
  - 9.29 Possibilities for Advancement in Production Careers
- 9.3 Marketing, Merchandising and Advertising Careers
  - 9.31 Knowledge and Skills Used in Marketing and Merchandising
  - 9.32 Knowledge and Skills Used in Advertising
  - 9.33 Work Attitudes and Success Factors
  - 9.34 Life Styles Associated With Marketing, Merchandising and Advertising
  - 9.35 Economic Aspects of Marketing, Merchandising, and Advertising Careers
  - 9.36 Education and/or Experience in Marketing, Merchandising and Advertising Careers
  - 9.37 Occupational Outlook for Marketing, Merchandising and Advertising Careers

9.0 Exploration of Fashion Careers

- 9.38 Historic Aspects of Marketing, Merchandising and Advertising in Fashion
- 9.39 Possibilities of Advancement in Marketing Merchandising and Advertising in Fashion

9.4 Service Careers

- 9.41 Knowledge and Skills Used in Laundry and Dry Cleaning
- 9.42 Knowledge and Skills Used in Alteration Careers
- 9.43 Work Attitudes and Success Factors for Service Careers
- 9.44 Life Styles Associated with Service Careers
- 9.45 Economic Aspects of Service Careers
- 9.46 Education and/or Experience in Service Careers
- 9.47 Occupational Outlook for Service Careers
- 9.48 Historic Aspects of Service Careers
- 9.49 Possibilities for Advancement

9.5 Hybrid Careers

- 9.51 Combinations of Careers
- 9.52 Future Careers

9.6 Analysis of Careers in the Fashion World

- 9.61 Comparisons of Careers
- 9.62 Evaluation of Self in Relation to Careers

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9.0 Exploration of Fashion Careers

Goal Statements: The student will acquire knowledge, skills and work attitudes pertaining to fashion careers as a possible area for himself/herself in the world of work.

The student will explore and develop background information about fashion careers concerning economic factors, education, training, experience, occupational outlook, job analysis, ladders and lattices and probable life styles related to occupations.

COMPETENCIES		LEVEL II ACTIVITIES
LEVEL II	9.0	NOTE TO TEACHER: Careers Considered in this section. This section offers many possibilities for introducing students to careers in the clothing and textile field. Four main career areas are considered: Design, Production, Marketing, Merchandising, Service and Hybrid. careers. Some of the sections have subsections.
9.0 Identifies and distinguishes careers in the fashion career cluster and makes tentative decision in writing considering the following career components:		Suggested Time Allottment At least 3 to 4 weeks should be spent on this unit so students have enough information to make decisions about whether or not specific careers are of interest to them. This unit may be a component in a semester course on careers which could be a basic requirement for entering a cooperative program. This unit may be shared between distributive education and home economics classes. For each career area the CORE LEARNINGS should be used. If a semester course is developed on fashion careers, the additional learning activities listed under Level II under each section can extend the student's learning.
Knowledge and skills Work attitudes - Success factors Life styles associated with design careers Economic factors Education, training and experience necessary Job analysis Occupational outlook History of field Ladders and lattices of careers (CAREER AWARENESS) (ECONOMIC AWARENESS) (EMPLOYABILITY SKILLS)		Visit to Career Center Several weeks before beginning the unit, a visit to the career project office serving the area should be made. Films, filmstrips, pamphlets, games, transparancies and other career materials can be borrowed from the career center. The center usually has a media catalog which lists sources of available materials. It is especially important to use audio-visual materials if field trips are impractical because of distances or lack of monies. In some instances, career projects may have monies available for desired field trips.

COMPETENCIES	LEVEL II ACTIVITIES
9.0	(Continued)

CORE LEARNINGS FOR ALL FOUR CAREER AREAS

The goal statements will likely be met if the following CORE LEARNINGS are consistently included in all career areas. These are summarized below:

1. A survey should be conducted for each career for the community or geographic region to find the business and industries related to the clothing and textile field. Each major career should be color-coded on a map which is displayed in the classroom. (See Appendix 9.0 for survey form.)
2. A bulletin board of classified ads from newspapers in the area should be mounted under the 4 major areas. If a school is located in a remote rural area, a large geographical area should be considered, including the nearest urban center. Additional display or bulletin boards may describe industry jobs, training experience and education.
3. Each student develops a looseleaf notebook entitled, CAREER FACTS NOTEBOOK. Information is recorded regularly after each of the careers is considered. (See Appendix 9.1)

Because not all the activities can be accomplished for each area due to time limitations, a variety of experiences are suggested below that may be used. Field trips are appropriate if there are available industries. In a rural area, design careers may be presented by the use of simulated experiences or filmstrips to acquaint students with these careers. Some suggested ideas are:

1. Magazine and newspaper articles may be collected and discussed on how the fashion industry is affected and affects the economy of the United States and the world. Implications are drawn by the class.

COMPETENCIES	LEVEL II ACTIVITIES
	9.0 (continued)
	2. A panel of workers from the career areas are invited to school. Panel members should be sent a list of questions to be answered such as these: a. What job responsibilities do workers have in the field? b. What range of wages or salaries are there? c. What makes successful workers in the field? d. Are there fringe benefits? If so, what are they? e. What are the working conditions? f. What education/training is required? g. Are there any disadvantages in the career? If so, what are they?
	3. Students are taken on a field trip to businesses or individual field trips are taken by students. Students interview management personnel to have questions answered similar to the ones listed for the above panel.
	4. The filmstrips, CAREERS IN THE FASHION INDUSTRY, offered by Butterick Fashion Marketing Company, New York, are excellent on all four areas.
	5. Faculty or other community members who have recently worked in the clothing and textile field can be interviewed by students.
	6. A simulated experience such as, "The Clothing Factory" (See Appendix 9.21) can be used if production industries are not available.
	7. A student or group of students interested in history may research and develop an oral or written report on a particular career area. The report might include the original geographic location of the industry, types of jobs available and wages and salaries offered in the beginning. New careers developing from recent technological innovations can also be identified.

9.0 Exploration of Fashion Careers
9.1 Design Careers
9.11 Knowledge and Skills Used in Designing

COMPETENCIES	LEVEL II ACTIVITIES
	9.0 (continued) NOTE TO TEACHER: Appendix 9.1 Materials are designed to assist in implementing the CAREER FACTS NOTEBOOK. The notebook may be developed to identify major sections by a cover sheet for each area as follows: 1. Design Careers 2. Production Careers 3. Marketing/Merchandising Careers 4. Service Centers 5. Hybrid Careers (Photography and Coordination) 6. Summarizing Synthesizing Experiences The CAREER FACTS NOTEBOOK should by completed by each student regardless of the time allotted.
LEVEL II 9.1 Identifies and distinguishes careers in the design career cluster as evidenced by written list of careers. (CAREER AWARENESS)	9.1 NOTE TO TEACHER: If textiles in Environment I, 3.0, has not previously been studied, refer to activities which may be used as supplementary activities. Also see CORE LEARNINGS in 9.0. The class brainstorms on possible careers in the design area. Each student is asked to add to the careers available in the design area as persons in the field are interviewed and articles out of newspapers and periodicals are collected.
LEVEL II 9.11 Identifies and applies knowledge and skills necessary for careers in designing textiles, apparel, accessories and displays as evidenced by written analysis and products designed by end of study. (BEGINNING COMPETENCY)	9.11 From a teacher-made display of garments with hang tags and labels, each student becomes familiar with commonalities among textile terms. A chart may be made by the teacher showing fibers and care instructions. A short skit might be developed on care and presented to an outside group. Each student analyzes fabrics and fibers in his/her own wardrobe to determine fabric catagory as well as fabric construction (knit, weave, or felting.)

COMPETENCIES	LEVEL II ACTIVITIES
	9.11 (continued) A student may try to identify fabric designs in terms of their being applied (printed or part of the fabric surface). Results are listed on the blackboard. Conclusions are drawn about design activities and possible occupations in each area. A group of students do a store survey (department or fabric store) to determine finishes, fibers, and fabrics available to consumers. Students conclude how consumer demand effects textile design and discuss what other factors can effect textile design. (e.g. social and political events.) Individuals or the class attends craft guild shows to view textile designs, textile engraving and/or printing. The student consults resources or uses a directed experience worksheet provided by the teacher to try a textile designing project of interest to him/her. The class divides into groups and analyzes clothes they are wearing. They attempt to identify the design or fashion features (line silhoutte, color and design.) Results are discussed in class. Students also report on any modifications of patterns or original apparel designs they have developed. OR

COMPETENCIES	LEVEL II ACTIVITIES
	9.11 (continued) A student researches art skills needed for field of textile design (contact art department of local high school and/or college, or design plant for information.) Information found may be added to CAREER FACTS NOTEBOOK. OR A student selects textile design, apparel and accessory design, or displays as areas to research to find the type of knowledges and skills needed to be successful in these areas. The student decides whether the field appears to have opportunities suitable or not suitable for him/her. Each student selects one of the experiences listed below: A student tries to draw an original design for some article of wearing apparel. OR A pair of students work together to drape fabrics (sheets or other fabric) on each other and compare design results. OR Using a basic white tee shirt, a student changes its final appearance by decorating and/or dying. OR An interested student receives an outline of procedures for silk screening. The teacher is observed demonstrating the step-by-step screen printing of a textile. OR Students bring out-dated or seldom-worn garments and other students suggest how they can be changed to make them more acceptable to wear. The owner or another student modifies the garment and the class evaluates the remodeled garment.

9.11 Knowledge and Skills Used in Designing
9.12 Work Attitudes and Success Factors in Designing
9.13 Life Styles Associated with Designing Careers
9.14 Economic Aspects of Design Careers
9.15 Education and/or Experience for Design Careers

COMPETENCIES		LEVEL II ACTIVITIES	
		9.11	(continued) OR Students research or sketch ideas for embroidery and/or applique designs and produce samples. The design is applied to a garment utilizing design principles. Design is evaluated with a check sheet.
	LEVEL II		
9.12	Identifies work attitudes and success factors needed in design careers as evidenced by written information. (APPRECIATIONS AND ATTITUDES)	9.12	See CORE LEARNINGS for activities. (9.0)
	LEVEL II		
9.13	Identifies and describes the life styles associated with design careers as related to various aspects of the jobs and leisure time available as evidenced by written information compiled from interviews and other data about the occupational area. (APPRECIATIONS AND ATTITUDES)	9.13	In pairs, students select to interview someone connected with design careers. Students ask the individual what social obligations he/she is expected to fulfill or if his/her job affects his/her living conditions. If so, what effect does the career have on his/her life style? This information is added to the CAREER FACTS NOTEBOOK.
	LEVEL II		
9.14	Analyzes economic aspects of design careers in light of U.S. Economic trends, potential of industry, and salary and wage possibilities as evidenced by written reports and comparisions. (ECONOMIC AWARENESS)	9.14	The student may wish to use "Women's Wear Daily," "Business Week," "U.S. News and World Report," and other publications which give indications of economics trends related to the fashion world. An analysis is made of the trends in the industry and the potential of jobs. This information is added to the CAREER FACTS NOTEBOOK. The class identifies possible design careers in accessories and apparel areas and the economic potential in salary and wages.
	LEVEL II		
9.15	Examines education of training and/or experience necessary for design careers as evidenced by written information. (EDUCATIONAL AWARENESS)	9.15	See CORE LEARNINGS for activities. (9.0)

9.16 Occupational Outlook for Design Careers
9.17 Historic Aspects of Design Careers

COMPETENCIES	LEVEL II ACTIVITIES
LEVEL II 9.16 Analyzes the occupational outlook and possibilities for varieties of related jobs in design careers as evidence by written comparisons and oral discussions. (CAREER AWARENESS)	9.16 The student identifies new careers in designing as a result of recent technological innovations. The student interviews a designer to determine: Career possibilities Fabric knowledge needed Construction/draping skills needed Art/design principles necessary Written reports are added to CAREER FACTS NOTEBOOK. OR Where a personal interview is not practical, a class may participate in a telephone interview with a fashion buyer or a designer in effort to learn about opportunities for design careers. Information is added to CAREER FACTS NOTEBOOK. NOTE TO TEACHER: A telephone amplifier may be used to project the conversation for all to hear and ask questions.
LEVEL II 9.17 Explores the historic aspect of the design area as evidenced by an oral or written report. (EDUCATIONAL AWARENESS)	9.17 An interested student(s) research history of textiles and design utilizing history of fashion textbooks. Students do visual poster or illustration with samples emphasizing how jobs in textile design and production have changed accordingly. The class visits a local museum to observe how fashions have changed from historic costumes or paintings on display. (Such notations as how these fashions have changed with life styles and how historic fashions have affected current fashion could be entered in student's CAREER FACTS NOTEBOOK.) A group of students plan and produce a fashion show, "Fashion Through The Ages," to show occupations involved in designing clothing.

9.17 Historic Aspects of Design Careers
9.18 Possibilities for Advancement in Design Careers
9.2 Production Careers
9.21 Knowledge and Skills Used in Mass Producing Apparel

COMPETENCIES	LEVEL II ACTIVITIES
	9.17 (continued) (Puppets, illustrated posters or actual costumes may be used.) Students include in the commentary, the life styles of the various fashion periods.
LEVEL II 9.18 Analyzes the possibilities for advancement in the design area. (CAREER AWARENESS)	9.18 Each student interested in the design area may consult the career ladder in the clothing and textile area, consult the file of articles and interview management personnel in the area. A small group may develop a career ladder for the design area. This is then added to the CAREER FACTS NOTEBOOK.
LEVEL II 9.2 Identifies and distinguishes careers in the production career cluster as evidenced by a written list of careers. (CAREER AWARENESS)	9.2 The class brainstorms on possible careers in the production area. A film on the production of textiles or apparel is shown and types of jobs are noted and added to the list. Labor laws and the garment union regulations are researched by a small group of students. The effect of the union the apparel industry should be noted. This information should be added to the CAREER FACTS NOTEBOOK.
LEVEL II 9.21 Identifies and applies knowledge and skills necessary in the mass production careers in a simulated experience. (BEGINNING COMPETENCY) Values sound safety practices in mass producing apparel as evidenced by oral and written reports. (APPRECIATIONS AND ATTITUDES)	9.21 The class participates in a field trip to a clothing factory or views slides taken by the teacher to identify the various processes, the flow of goods, the critical tasks and skill levels necessary. The specific processes of pattern application, cutting, marking, bundling, stitching, inspecting, finishing, and presenting should be identified. Safety rules for the factory are also noted. Reasons for rules are discussed in relation to production techniques after the field trip. A comparison is made in class between techniques

9.21 Knowledge and Skills Used in Mass Producing Apparel
9.22 Knowledge and Skills Used in Custom Production

COMPETENCIES		LEVEL II ACTIVITIES
	9.21	(continued) used in home sewing and mass production. A flow chart is then developed for a simple garment such as might be used in a mass production. This is added to the CAREER FACTS NOTEBOOK. The simulated experience "The Clothing Factory," Appendix 9. 1 is planned cooperatively between the teacher and the class members. The role of inspector should be filled by someone who is especially safety conscious so safety measures can be implemented. He/she could develop a safety manual for workers. The class evaluates "The Clothing Factory" experience as to the production of the workers. Each student evaluates whether or not he/she would consider a mass production career in terms of personal satisfaction. This information may be addded to the CAREER FACTS NOTEBOOK. A cross-word puzzle using the production terminology is designed by a small group as an enrichment project. (Students of demonstrated verbal ability may find greater success in this activity.) The class plays the game, "What's My Job?" (rules follow "What's My Line," T.V. show.) Job descriptions may be used for questions to identify specific occupation in production industry.
LEVEL II 9.22 Identifies and applies knowledge and skills necessary in custom producing careers. (BEGINNING COMPETENCY)	9.22	NOTE TO TEACHER: An effort should be made to obtain quality custom garments and mass produced garments. Each student examines at least one article of custom-made clothing and compares it to a mass produced article. Differences are noted and comparison lists are made from the contributions of the total class.

COMPETENCIES	LEVEL II ACTIVITIES
	9.22 (continued) An individual who does custom construction is interviewed to ascertain what mass production techniques he/she uses. An alterationist or custom dressmaker demonstrates fitting procedures and explains importance of techniques. The class views models, transparencies, or filmstrips on fitting. Each student identifies at least one problem in fitting and solves it. Each student constructs a very simple garment for a classmate or someone else to have the experience of constructing and fitting a garment to another person's desires. The "customer" will be measured to determine pattern type and fit. The pattern is pinned, fitted and altered if necessary. Student makes a fitting plan and schedule for construction. Daily goal sheets are recorded. The "customer" models completed garment. Time and material cost and mark-up for labor are tabulated. OR FHA, HERO, or DECA Activity: Individual or small group constructs clothing for needy persons or children using fitting and other custom techniques. Students role play customer/dressmaker situations. In one situation a customer requests certain answers about fitting. The class evaluates the solutions. A small group designs advertisements for a custom dressmaker. The class evaluates the probable effectiveness of the ads.

COMPETENCIES		LEVEL II ACTIVITIES
		9.22 (continued)
		NOTE TO THE TEACHER: If further textile information is needed by students, refer to Environment I, textile section. Each student is given samples of special fabrics and trims used in custom and independent clothing production. He/she coordinates the samples with patterns which would be suitable for the characteristics of the various samples. Patterns which would not be appropriate should also be determined and reasons provided for inappropriateness. This experience may be extended to include accessory items.
LEVEL II 9.23 Identifies work attitudes and success factors needed in production careers.		9.23 After interviewing a mass production worker and a custom production person, a list is made in class of the work attitudes and success factors for each type of worker. The list might appear like this:

	MASS PRODUCTION	CUSTOM PRODUCTION
Work Attitudes	Works carefully but very fast.	Works meticulously on details but quickly as possible.
	Must have standard of workmanship which must please inspector.	Must please individual customer with standard achieved.
	Has completed work at end of each 8 hour day.	Has work to be done - so never "caught up".

9.23 Work Attitudes and Success Factors
9.24 Life Styles Associated with Production Careers
9.25 Economic Aspects of Production Careers
9.26 Education and/or Experience for Production Careers
9.27 Occupational Outlook for Production Careers

COMPETENCIES		LEVEL II ACTIVITIES
		9.23 (continued)
	Success Factors	MASS PRODUCTION: Must be able to produce consistently and in large numbers in order to make money. Must not abuse machinery.
		CUSTOM PRODUCTION: May work at own rate of speed but slowness reduces income. Must properly care for machinery but not used as as heavily as in mass production.
LEVEL II 9.24 Identifies and describes life styles associated with mass and custom production careers as evidenced by written information compiled from interviews and other data. (APPRECIATIONS AND ATTITUDES)		9.24 The effect on their social lives of their careers should be asked both mass and custom production workers. The economic income and its relationship to achieved life styles should also be part of the inquiry. Information gained is added to the CAREER FACTS NOTEBOOK.
LEVEL II 9.25 Analyzes economic aspects of production careers in light of U.S. economic trends, potential of industry and salary and wage possibilities as evidenced by written reports and comparisons. (ECONOMIC AWARENESS)		9.25 A small group of interested students should research the economic impact of apparel being produced in foreign countries such as Hong Kong or Mexico. If possible, the group should compare differences in quality, if any.
LEVEL II 9.26 Examines education or training and/or experience necessary for production careers as evidenced by written information. (EDUCATIONAL AWARENESS)		9.26 See CORE LEARNINGS for activities (9.0.)
LEVEL II 9.27 Analyzes the occupational outlook and possibilities for varieties of related jobs in production careers as evidenced by written comparisons and oral discussions. (CAREER AWARENESS)		9.27 The student identifies changing careers in production as the result of recent technological innovations or economic conditions. Students identify what is the occupational outlook in the field.

9.28 Historic Aspects of Production Careers
9.29 Possibilities for Advancement in Production Careers
9.3 Marketing and Merchandising Careers

COMPETENCIES	LEVEL II ACTIVITIES
LEVEL II 9.28 Explores the historic aspects of the production area as evidenced by oral or written report. (EDUCATIONAL AWARENESS)	9.28 An interested student explores the "cottage industries" both in the United States and other countries and reports to the class. He/she may investigate what variations of "cottage industries" are in use today.
LEVEL II 9.29 Analyzes the possibilities for advancement in the production area. (CAREER AWARENESS)	9.29 Each student interested in the production area should interview management personel, look in the file of articles, and consult the career ladder and lattice in the clothing area. A group of students may develop a career ladder and lattice for just the production area.
LEVEL II 9.3 Identifies and distinguishes careers in the marketing and merchandising career cluster as evidenced by written list of careers. (CAREER AWARENESS)	9.3 NOTE TO TEACHER: The general idea that "marketing" is the total of activities that distributes goods and services from producer to consumer should be reached by the class. Functions of marketing to be identified include: selling, advertising, physical distribution, display, marketing research, product planning, buying and pricing. (The first 3 are most important.) The class discusses the business activities observed each day in the marketplace such as selling, advertising, and physical distribution. The small group students brainstorm various functions of marketing necessary to distribute goods and services from producer to consumer. Groups report back to class and compare ideas about what marketing is. A common definition of marketing is formulated. In small teams, students are assigned an item to "predict" what lives would be like due to the lack of marketing functions (i.e., without advertising consumers would not be informed about goods and services available; without physical distribution consumers would not have shoes made in Massachusetts

COMPETENCIES	LEVEL II ACTIVITIES
	9.3 (continued) to wear in Arizona.) (Consideration should be given to the purpose of the various functions including the movement of goods and storage activities. Teams report to the entire class their "predictions." Resources listed in the bibliography will assist in making predictions.) The class attempts to identify job tasks in marketing that are related to available occupations in the area. Job tasks identified should include: Keeping stock on display: Selling merchandise Running cash register Managing the store Advertising: Writing ad copy Drawing illustrations Selling advertising space Laying out ads Display: Keeping props in good condition Putting display together Cleaning display window Physical distribution: Transporting goods Storing merchandise Receiving and checking Buying: Keeping running inventory Bringing merchandise to market Beside each job task, the various careers in the marketing and merchandising area are listed, either from those observed by students or ideas gained from interviews with those in the field. Career articles can also be used for career ideas.

COMPETENCIES	LEVEL II ACTIVITIES
	NOTE TO TEACHER: Resource materials in the bibliography need to be read before class discussions are held.
LEVEL II 9.31 Identifies and applies knowledge and skills necessary for careers in selling as evidenced by written analysis and projects completed by end of study. (BEGINNING COMPETENCY)	9.31 Students interview in or out of class a variety of individuals who are involved in selling, either in an administrative position or active role. In the interview it is determined: a. How important is product information to selling? b. How do individuals involved in selling find out accurate information about products? c. What stages of selling do you train your personnel to use? d. How do you train your personnel to find out what the consumer needs are of the customers? e. How are salespersons instructed to handle customers if a particular product is not available? f. What criteria is used to determine whether or not merchandise is returnable? g. Do salespersons make decisions about returnable merchandise without consulting supervisory personnel? A selling demonstration is given by an expert in the merchandising area. The demonstration should include a product which comes in different price ranges. Students observe how the sale was initiated, how the consumer needs were determined, presentation of the merchandise, including different price ranges, and information given about the product and closing of the sale. A student or small group of students visit a local store and ask a salesperson to help select a product, such as an item of apparel or accessory. Students

COMPETENCIES	LEVEL II ACTIVITIES
9.31	(continued)
	observe the selling techniques used and report both positive and negative selling techniques used. Different types of selling--retail, telephone, catalog, door-to-door, at-home, and direct selling from producer to consultant (no middle person) are identified. By interviewing individuals in each type of selling, students cite the advantages and disadvantages of each type of selling. After observing a variety of selling situations, students discuss appropriate ways to approach customers to win immediate and favorable attention. Students then illustrate the following types of approaches by demonstrating: a. Greeting approach: Customer is addressed directly with a general greeting or by name. This approach is used when the customer just enters the area and has not shown interest in any particular merchandise. b. Merchandise approach: A remark is made to the customer about a product, such as "Those shoes would look well with the pantsuit you are wearing." This approach is used when a customer shows general interest in a type of merchandise or in a specific point such as "color" or "type of heel." Students discuss briefly the importance of determining the needs of customers in order to make a sale. Reasons for determining the needs include: a. Whether or not the store or selling outlet has the item b. Customers will probably be more satisfied

COMPETENCIES	LEVEL II ACTIVITIES
	9.31 (continued) c. Correct sizes and type of items can be ascertained d. Time can be saved Students roleplay a variety of situations in which a customer states, "I need a pair of shoes" or "Where are your bathing suits?" or "Do you have any pantsuits?" The student simulating the salesperson must figure out just what the customer really needs and wants by asking such questions as: a. What is your favorite color? b. What size are you? c. Is the item for you or another person? d. What fabric do you like best? *Students may evaluate one another as to how quickly and effectively the salesperson determined the customer's needs and wants. After the roleplaying, students discuss words which are inspirational or boring. Categories to consider for vocabulary words are: lively and colorful words, suggestive image words, infrequently used words and descriptive words. Vocabulary lists that have trite words or sayings, cliches, over-used, dull and ineffective words should also be developed. Students can look at advertisements, dictionaries, merchandise periodicals, tags or labels for additional words to add to the lists *Students again roleplay selling situations in which the new words are incorporated into the situations. *Each student selects a fashion item in different price ranges and formulates a selling plan which

9.31 Knowledge and Skills Used in Marketing and Merchandising
9.32 Knowledge and Skills Used in Advertising

COMPETENCIES		LEVEL II ACTIVITIES
	9.31	(continued)
		includes:
		a. Initial approach
		b. Determination of customer needs
		c. Features of the item to be highlighted such as: type of fabrics, fashion features, maintenance and care, construction, color range, and size range.
LEVEL II 9.32 Identifies and applies knowledge and skills used in careers in advertising, as evidenced by written analysis. (BEGINNING COMPETENCY)	9.32	NOTE TO TEACHER: If the class or teacher are not informed about advertising, resource material in bibliography should be consulted. Some students may have studied the topic in English or other classes.
		Students attempt to define advertising, its importance and purposes. If the students have not the background, the teacher can explain it or do an illustrated talk. The material should include: -Advertising is a paid form, non-personal presentation of ideas, goods and services from an identified source. -The purposes of advertising is to attract customers; promote community awareness of business and merchandise offered; give information, advantages and costs of merchandise; and build good will and confidence in the firm. -The importance of advertising is that it is a bridge between business and potential customers, provides source of information and assists businesses in making profit so they can grow.
		Students analyze a number of advertisements to determine commonalities of all of them. In most instances they will find:

9.32 Knowledge and Skills Used in Advertising
9.33 Work Attitudes and Success Factors for Marketing, Merchandising, and Advertising
9.34 Life Styles Associated with Marketing, Merchandising, and Advertising Careers
9.35 Economic Aspects of Marketing, Merchandising, and Advertising Careers

COMPETENCIES	LEVEL II ACTIVITIES
	9.32 (continued) -Headline which aims to catch reader's attention by stressing strongest benefit of product (e.g., XYZ mower even cuts wet grass," "Ready cash for you!") -Body copy or the rest of written message -Illustration or illustrations which are drawings, sketches or photographs. Can be of product itself, how product works, image of those owning it. -Logotype or trademark or name of product.
9.33 Identifies work attitudes and success factors needed in marketing, merchandising, and advertising careers as evidenced by written information. (APPRECIATIONS AND ATTITUDES)	9.33 See CORE LEARNINGS for activities (9.0).
LEVEL II 9.34 Identifies and describes life styles associated with marketing, merchandising, and advertising careers as evidenced by written information compiled from interviews and other data about the occupational area. (APPRECIATIONS AND ATTITUDES)	9.34 Students divide into three groups which then find individuals in advertising, merchandising and marketing positions related to the fashion field to interview. Students ask what social obligations associated with their careers affect their life styles. To what extent do their jobs influence their living patterns beyond the normal working hours? Add this information to the CAREER FACTS NOTEBOOK.
LEVEL II 9.35 Analyzes economic aspects of marketing, merchandising, and advertising careers in light of U. S. Economic trends, potential of the area, and salary and wage possibilities as evidenced by written reports and comparisons. (ECONOMIC AWARENESS)	9.35 As a part of the interviews of individuals in marketing, merchandising and advertising fashion careers, students ask what the career potential in each field is. Into what jobs could the individuals advance from their present job? What is the range of salaries from entry jobs to top level jobs? How long does it usually take for an individual to rise to the top of the field? How many people hold jobs

9.35 Economic Aspects of Marketing, Merchandising, and Advertising Careers
9.36 Education and/or Experience in Marketing, Merchandising, and Advertising Careers
9.37 Occupational Outlook for Marketing, Merchandising, and Advertising Careers

COMPETENCIES	LEVEL II ACTIVITIES
	9.35 (continued) similar in the same firm to the individual being interviewed? How many jobs are there at upper levels of the area in the same firm? After information is collected, it may be added to the CAREER FACTS NOTEBOOK. Students individually may research the trends of these careers through reading, "Women's Wear Daily," "Business Week," "Occupational Outlook," "Wall Street Journal," and other appropriate business and trade magazines. Do the fields of marketing, merchandising, and advertising in fashion appear to be on an upward trend, a downward trend, or a stable trend? Does the fiels of fashion in general indicate stability with increased or level production and sales? Information collected should be added to the CAREER FACTS NOTEBOOK.
LEVEL II 9.36 Examines education, training and/or experience necessary for marketing, merchandising, and advertising careers as evidenced by written information. (APPRECIATIONS AND ATTITUDES)	9.36 See CORE LEARNINGS for activities (9.0).
LEVEL II 9.37 Analyzes the occupational outlook and possibilities for varieties of related jobs in marketing, merchandising, and advertising careers as evidenced by written comparisons and oral discussions. (CAREER AWARENESS)	9.37 Using the information from the interviews and research in 9.35, students make comparisons of the outlook of these jobs and careers in relationship to the general outlook for employment and careers in the Unites States. If possible, ask individuals from marketing, merchandising, and advertising fashion careers, and employment service to discuss as a panel the outlook for jobs in this field. Where this is impossible, individual interviews may be taped for use in class, or a telephone conference call may be projected into the classroom for the panel. Written information should be placed in the CAREER FACTS NOTEBOOK.

9.37 Occupational Outlook for Marketing, Merchandising, and Advertising Careers
9.38 Historic Aspects of Marketing, Merchandising, and Advertising in Fashion
9.39 Possibilities of Advancement in Marketing, Merchandising, and Advertising in Fashion
9.4 Service Careers
9.41 Knowledge and Skills Used in Laundry and Dry Cleaning Careers

COMPETENCIES	LEVEL II ACTIVITIES
	9.37 (continued) be projected into the classroom for the panel. Written information should be placed in the CAREER FACTS NOTEBOOK.
LEVEL II 9.38 Explores the historic aspect of the marketing, merchandising, and advertising areas of fashion as evidenced by an oral or written report. (EDUCATIONAL AWARENESS)	9.38 Students research the historic development of fashion careers related to marketing, merchandizing, and advertising. Careers may be depicted from early times on a chart illustrating the progress of the fashion industry and business. The chart and research may be added to the CAREER FACTS NOTEBOOK.
LEVEL II 9.39 Analyzes the possibilities for advancement in marketing, merchandising, and advertising careers in the fashion industry and business. (CAREER AWARENESS)	9.39 Students interested in marketing, merchandising, and advertising careers in fashion may consult the Dictionary of Occupational Titles to analyze the potential for advancement. Additional information on advancement possibilities should be collected from activity 9.35 and analyzed.
LEVEL II 9.4 Identifies and distinguishes careers in the service area cluster as evidenced by written lists of careers. (CAREER AWARENESS)	9.4 NOTE TO TEACHER: If Construction Competencies, 5.0 and Fashion and Fabric Care, 6.0, Environment I, have not previously been studied, refer to activities which may be used as supplementary activities. Also, see CORE LEARNINGS in 9.0. A teacher-made bulletin board depicts service careers in fashion in a collage of pictures etc. Students identify a variety of jobs in the cluster and discuss how these may differ from one another.
LEVEL II 9.41 Identifies and applies knowledge and skills necessary for careers in laundry and dry cleaning as evidenced by written analysis and oral discussion. (BEGINNING COMPETENCY)	9.41 Individual students or groups visit a dry cleaning or laundry establishment to identify similarities and differences in jobs. Also machines, equipment, processes, and techniques of sanitizing are observed. Students list similarities and differences

COMPETENCIES	LEVEL II ACTIVITIES
	9.41 (continued)
	between a variety of laundry and dry cleaning establishments. Information gained is written in the CAREER FACTS NOTEBOOK.
	A few students are selected to visit a professional meeting of laundry and dry cleaning personnel to gain knowledge in the latest techniques being utilized. A report is then made to the other students and information placed in the CAREER FACTS NOTEBOOK.
	Students who are interested in word games make a crossword puzzle including the dry cleaning products, spot removal agents, special finishes, dyes, etc. The game is then duplicated and used by the remainder of the class.
	Students view a demonstration of spotting and pressing techniques by a professional spotter and/or presser. Students report on demonstration in CAREER FACTS NOTEBOOK.
	An owner of a dry cleaning and laundry establishment will relate to the class the legal requirements for his enterprise. He will also share new trends and new methods currently used.
	Students record legal aspects of dry cleaning and laundering in the CAREER FACTS NOTEBOOK.
	Students select experiments to complete from the following list of activities: a. Several stained fabric samples are subjected to a variety of solvents. A summary chart is developed indicating types of solvents used to remove the stains.

9.41 Knowledge and Skills Used in Laundry and Dry Cleaning Careers
9.42 Knowledge and Skills Used in Alteration Careers

COMPETENCIES	LEVEL II ACTIVITIES
	9.41 (continued) b. Dye solutions are made and used to color fabrics in a variety of ways. Results are recorded. Samples are then tested for colorfastness to light, laundering, and dry cleaning chemicals. Results are recorded. c. Tests on fabric samples are conducted to evaluate the results of various temperatures of heat directly applied, various water temperatures, and burning. d. Effects of dry cleaning and laundering fabrics with water repellant and flame retardant finishes are analyzed on samples of specially treated fabrics. Results of experiments are recorded in CAREER FACTS NOTEBOOK. Students roleplay situations where people did not inform the dry cleaning establishment about spots on the garments. Students tour a cleaning establishment that cleans "special materials" such as leather and furs. Special procedures and machinery are observed. Students summarize results in CAREER FACTS NOTEBOOK. Students set up a simulated dry cleaning shop to practice receiving articles, sorting, ticketing, noting special instructions, alterations and repairs desired.
LEVEL II 9.42 Identifies and applies knowledge and skills necessary for careers in alterations as as evidenced by written analysis and oral discussion. (BEGINNING COMPETENCY)	9.42 Students invite guest alterationist to class to discuss career possibilities, pros and cons of the career, salary, education, personal qualifications. The guest also cites common fitting problems encountered, equipment used, and working conditions.

COMPETENCIES	LEVEL II ACTIVITIES
	9.42 (continued)
	Students make a bulletin board showing: -Basic alteration tasks a. measuring b. tagging and marking c. fitting d. altering -Repair techniques a. darning b. replacing zipper c. patching
	NOTE TO TEACHER: A matching test indicating factors to consider in selection, use and care of equipment needed in making clothing alterations and repairs can be developed to assist students.
	Students take matching test on alteration/repair equipment.
	Students "shadow" alterationists to see how alterations are done professionally. If it is impossible to visit an alteration department, slides can be taken and shown to students or books can be studied until students can give credible demonstrations in this area.
	NOTE TO TEACHER: Develop a "Check Sheet on Attitudes" to enable students to evaluate how important they consider well-fitted, well-pressed garments for comfort, attractiveness and customer satisfaction.
	Students fill out "Check Sheet on Attitudes" and follow up with discussing how attitudes change with maturity.
	Students visit alteration shop or department and identify safety rules, job description, hours,

9.42 Knowledge and Skills Used in Alteration Careers
9.43 Work Attitudes and Success Factors in Service Careers
9.44 Life Styles Associated with Service Careers

COMPETENCIES	LEVEL II ACTIVITIES
	9.42 (continued) conditions, etc. Results are entered in CAREER FACTS NOTEBOOK. Students take measurements of a partner and compare their calculations for accuracy. Students bring in personal garments which are wearable but for various reasons are not worn. Students operate a simulated alterations and repair shop in classroom for a period of time (2 weeks). Faculty, staff, and classmates bring in garments for minor alterations and repair for a small fee. Students may repair clothing for a service organization for additional practice in alterations work.
LEVEL II 9.43 Identifies work attitudes and success factors needed in service careers as evidenced by written information. (APPRECIATIONS AND ATTITUDES)	9.43 See CORE LEARNINGS for activities (9.0).
LEVEL II 9.44 Identifies and describes the life styles associated with service careers as related to various aspects of the jobs and leisure time available as evidenced by written information compiled from interviews and other data about the occupational area. (APPRECIATIONS AND ATTITUDES)	9.44 Interview laundry, dry cleaning, and alteration personnel using the following questions to gain ideas about life styles: a. What hours do they work a day? a week? b. What obligations do they have due to their job? (e.g., union dues and meetings, training programs, etc.) c. Do they drive, walk, ride a bus, or ride with others to work? d. Do they live near where they work? e. In what kinds of recreation do they participate?

9.44 Life Styles Associated with Service Careers
9.45 Economic Aspects of Service Careers
9.46 Education and/or Experience
9.47 Occupational Outlook for Service Careers

COMPETENCIES	LEVEL II ACTIVITIES
	9.44 (continued) f. Where did they receive their training for work? g. What are their future goals for work? The survey results are recorded in the CAREER FACTS NOTEBOOK and answers are compared in class.
LEVEL II 9.45 Analyzes economic aspects of service careers in light of U.S. economic trends, potential of industry, and salary and wage possibilities as evidenced by written reports and comparisons. (ECONOMIC AWARENESS)	9.45 Students may use "Women's Wear Daily," "Business Week," and the Department of Economic Security data for identifying economic trends related to service careers in the fashion field. An analysis is made of the trends in the industry and the potential for jobs. The information is added to the CAREER FACTS NOTEBOOK. As a class, students identify the potential of the service careers in the economic outlook for this area.
LEVEL II 9.46 Examines education, training and/or experience necessary for service careers as evidenced by written information. (EDUCATIONAL AWARENESS)	9.46 See CORE LEARNINGS for activities (9.0).
LEVEL II 9.47 Analyzes the occupational outlook and possibilities for varieties of related jobs in service careers as evidenced by written comparisons and oral discussions. CAREER AWARENESS)	9.47 Students review the Occupational Outlook Handbook to identify the potential for jobs in service careers. Students may hear a panel of managers of laundry, dry cleaning, and alterations establishments and departments on their projections about service careers. They may also be asked to describe advancement possibilities in the field. Costs of ownership of such establishments also may be discussed. Information is summarized and added to the CAREER FACTS NOTEBOOK.

9.48 Historic Aspects of Service Careers
9.49 Possibilities for Advancement
9.5 Hybrid Careers
9.51 Combinations of Careers

COMPETENCIES	LEVEL II ACTIVITIES
LEVEL II 9.48 Explores the historic aspect of service careers as evidenced by an oral or written report. (EDUCATIONAL AWARENESS)	9.48 Interested students research the history of laundries and dry cleaning industries. Alterations workrooms are researched also to make comparisons of how each of these areas started and grew from early times. Information gained is shared with the class and placed in the CAREER FACTS NOTEBOOK.
LEVEL II 9.49 Analyzes the possibilities for advancement in service careers. (CAREER AWARENESS)	9.49 Students interested in service careers consult the career ladders in Clothing Management, Production and Services to determine potential for advancement in the area. Also information gained from the panel of speakers in 9.47 may also provide additional information about service careers and possibilities for advancement. Information should be compiled and analyzed for making determinations about potential. This may be added to the CAREER FACTS NOTEBOOK.
LEVEL II 9.5 Analyzes careers in fashion to determine those which require hybrid skills and knowledge as evidenced by written reports and oral discussion. (CAREER AWARENESS)	9.5 The activities in 9.51 and 9.52 are designed to meet the competency for 9.5.
LEVEL II 9.51 Identifies and analyzes combinations of careers as evidenced by written reports and oral discussion. (CAREER AWARENESS)	9.51 Students examine information placed in the CAREER FACTS NOTEBOOK on knowledge and skills required for the various fashion careers. Which jobs have similar skills required? Which jobs require similar training? Which jobs require similar knowledge? Can clusters of jobs be identified in which training could be combined? Could individuals qualify themselves for job alternatives

9.51 Combinations of Careers
9.52 Future Careers

COMPETENCIES	LEVEL II ACTIVITIES
	9.51 (continued) through combined training for a cluster of jobs? Each student identifies knowledge and skills which are combined from a variety of content areas in order to provide the individual with all the necessary requirements for one hybrid career; e.g., fashion photographers, fashion illustrators, fashion coordinators, fashion buyers, boutique owners and managers, career costume developers or fashion journalists. The student may utilize the information available about the careers studied and compiled in the CAREER FACTS NOTEBOOK. In addition, the student may wish to interview in person or by telephone individuals who have hybrid careers. Questions may include: What skills are required in your job? What training did you have for this job? What suggestions for training would this party give for others who desire the same type of career? How did this person prepare himself/herself for a job which uses several subject matter areas as a background to the career? After completing the interviews, students analyze needed knowledge and skills for hybrid careers.
LEVEL II 9.52 Analyzes future careers in fashion for new types of skills, knowledge and positions needed as evidenced by a written report and oral discussion. (CAREER AWARENESS)	9.52 Students hear a panel discussion on future careers. Panel members may include a few of the persons interviewed, managers of fashion establishments, and others who analyze the job market. Questions may include: What changes are seen for types of jobs in the fashion world for the future? What kinds of skills will grow in demand? What will lessen? Will automation make changes? Will less personnel be required? What jobs are now completely different than twenty years ago? After the panel discussion, students make predictions about fashion jobs for the future. Descrip-

9.52 Future Careers
9.6 Analysis of Careers in the Fashion World
9.61 Comparison of Careers
9.62 Evaluation of Self in Relation to Careers

COMPETENCIES	LEVEL II ACTIVITIES
	9.52 (continued) tions include possible new jobs, new skills required, new types of training, working conditions, and life styles. These may be shared with the class and possibly with a career education project.
LEVEL II 9.6 Analyzes careers in the fashion world in comparison to individual skills and desires as evidenced by a written report. (DECISION MAKING)	9.6 *Activities in 9.61 and 9.62 are designed to meet the competency 9.6.
LEVEL II 9.61 Compares possible careers in fashion as evidenced by a survey of the community in relation to clerical jobs. (DECISION MAKING)	9.61 *Students complete Appendix 9.0 and Appendix 9.1 if not previously completed. Materials are shared with others for comparison of jobs available in the community. Students identify from CAREER FACTS NOTEBOOK jobs in whicc they are interested. The community needs are matched with the individual desires. Will there be jobs available in the area of fashion desired in the locality or will the individuals need to seek employment elsewhere if the area is pursued?
LEVEL II 9.62 Evaluates desires and skills in relation to careers in the fashion world as evidenced by a written analysis. (DECISION MAKING)	9.62 *Each student completes Appendix 9.62-1 through 9.62-6 on Career Analysis. The student selects one fashion career studied as his/her number one choice of jobs in the area. He/she analyzes the skills needed for the job by reviewing the materials included in the CAREER FACTS NOTEBOOK on the career selected. The student analyzes the abilities he/she possesses in relationship to the career selected. Answers are recorded in Appendix 9.62-1. With the aid of the teacher, a plan for acquiring the skills is developed.

COMPETENCIES	LEVEL II ACTIVITIES
	9.62 (continued) Students complete Appendix 9.62-2 on education/ training/experience required for the career selected. A career ladder possibility is established and alternatives identified for reaching the goal. Each student explores the possible monetary rewards and social benefits related to his/her selected job. Information is recorded in Appendix 9.62-3. Students complete Appendix 9.62-4 utilizing information related to the selected career that is compiled in the CAREER FACTS NOTEBOOK. NOTE TO TEACHER: Interviews with a guidance counselor, a business person related to each student's career choice, and the teacher himself/herself will need to be established to take place after the above activities are completed. The student will discuss Appendix 9.62-1 through Appendix 9.62-4 with each of the named individuals. Each student meets with the guidance counselor, the business person related to his/her area, the teacher, and finally with his/her parents. Each discusses his/her career plans, Appendices 9.62-1 through 9.62-4, and gains comments by each of the interviewers. Each interviewer is asked to record his/her comments with his/her signature on Appendices 9.62-5 and 9.62-6. At the conclusion of the interviews, students decide whether or not fashion careers have possibilities for them. If so, a tentative plan with first steps to initiate is indicated.

Appendix 9.0

COMMUNITY SURVEY FORM

Students consult the telephone, city, county and Chamber of Commerce directories to find clothing and textile industries or businesses located in the area.

Business or Industry	Address or Location	Career Area or Areas Involved

Without harassment to the industries, the types of jobs available and number employed should be obtained if at all possible. Only a small committee should approach a specific industry. The information will not be updated each year but will change only when the industry changes.

The major careers are color-coded and put on the map in terms of geographic locations.

Appendix 9.1

CAREER FACTS NOTEBOOK
(Illustrative example of format)

Fashion Career

First Choice _____

Second Choice _____

List reasons of interest:

Career Choice 1	Career Choice 2
1.	1.
2.	2.
3.	3.
4.	4.

Record results from OVIS and/or Kuder and/or Q-sort. (See HERO Leadership Guide)

Appendix 9.21

CLOTHING FACTORY UNIT

Prepared largely by Judy Farrar

with ideas contributed

by Carmin Waetje

OVERVIEW

This Clothing Factory Unit has been designed to be used with eighth grade or ninth grade home economics students following their achievement of the basic fundamentals of clothing construction. The length of the unit could widely vary depending on the amount of detail to be incorporated into the unit. Career education is implemented by providing orientation to the world of work integrated with a simulated clothing production situation.

TOPICAL OUTLINE

1.0 Exploration of the Various Functions of the Clothing Industry

1.1 Managerial Positions

1.1.1. Personnel - Payroll

1.1.2 Buyers

1.1.3 Floor Supervisors

1.1.4. Inspectors

1.2 Assembly Line Positions

1.2.1. Cutters

1.2.2. Seamstresses

1.2.2.1. Seamers

1.2.2.2. Pocket Crew

1.2.2.3. Elastic Crew

1.2.2.4. Gathering Crew

1.2.2.5. Assemblers

1.2.2.6. Runners

1.2.2.7. Trimmers - Stuffers

1.2.2.8. Hemmers

1.2.2.9. Pressers

404

2.0 Principles and Procedures for Simulated Clothing Factory

2.1 Identification of Clothing Item to be Produced

2.1.1. Simple Children's Clothing

2.1.2. Aprons

2.1.3. Stuffed Animals

2.1.4. Quiet Books

2.1.5. Patchwork Pillows

2.1.6. Lap Quilts

2.1.7. Scarfs

3.0 Class Decision on Use of Finished Product

3.2.1. Social Welfare Organizations

3.2.1.1. Salvation Army

3.2.1.2. Girls' Ranch

3.2.2. Gompers' Rehabilitation Center

3.2.3. Rest Homes for the Elderly

4.0 Factors Involved in Obtaining Employment

4.1 Importance of Personal Grooming

4.2 Importance of Good Self-Concept

4.3 Ability to Get Along Well with People

4.4 Ability to Accept Responsibility

4.5 Skill or Willingness to Learn

4.6 Simulated Job Interview

4.7 Hiring Employees

5.0 Implementation of the Factory

5.1 Training Period For New Employees

5.2 Implementation of Buying Department

5.3 Implementation of Assembly Line

5.4 Implementation of Floor Supervisors and Inspectors

5.5 Implementation of Payroll Department

405

GOALS

1.0 To have students explore job opportunities, qualifications, and duties involved in the clothing production industry.

2.0 To provide the opportunity for students to apply for a job in a simulated experience.

3.0 To develop student's ability to make decisions, handle responsibility and work cooperatively in a simulated clothing factory.

406

PERFORMANCE OBJECTIVES

At the end of the Clothing Factory experience, students should be able to:

1.0 Identify and compare in written form the various functions of the managerial and assembly line positions found in the clothing industry.

2.0 Apply with self-confidence for a position in a simulated industrial situation and correctly fill out an application form, as judged by a committee of students and the teacher.

3.0 Use their clothing construction techniques by working on different stages of the clothing articles so that the articles are useable.

4.0 Compare in written form the cost and quality of the class-produced articles with ready-made articles found in the consumer market.

LEARNING ACTIVITIES

1.0

The teacher constructs a bulletin board, "Help Wanted," (See Appendix A, page 8.) The layout shows various positions available and in advertisement form to promote curiosity and interest among students.

A handout is given to each student describing the duties of each position described. (See Appendix B, page 9.)

Students read the chapter on careers in Teen Horizons, page 477 or use other career sources to find out more about clothing careers.

If possible, the teacher plans a field trip to a garment factory to view the actual process of an assembly line. Students also become aware of the skills involved and the need for meeting production quotas.

or

The teacher invites an experienced assembly line worker from the clothing production to explain to the class how the assembly line works. Some questions that might be answered are:

1. What duties are performed by workers on the assembly line?
2. How were you trained for the job?
3. What chances are there to advance in your job?
4. What is the pay range?

2.0

The class also decides what type of clothing article is to be produced in the factory. Each class may decide upon different articles. Examples of articles might be simple children's clothing, aprons, stuffed animals, quiet books, patchwork pillows, lap-quilts or scarfs. Very simplified patterns are used. If children's clothing is chosen to produce, then the teacher adapts the pattern to larger or smaller sizes. Students then decide how the materials may be obtained through voluntary contributions, earning money for the materials or a combination of several methods.

3.0

A decision is also made as to what will be done with the finished products. Each class decides where the items are to be donated. Examples might include Salvation Army, Girls' Ranch, Gompers Rehabilitation Center, day care centers or nursing homes.

4.0

Students read pamphlets published by businesses suggesting appearance guidelines for employees. One source is from Valley National Bank, "Appearance Guidelines for Bankers."

If available, the filmstrip, Preparing for an Interview, from J. C. Penny Company should be shown to the class.

The class is divided into buzz groups, and one-third of the groups are designated as interviewers and one-third interviewees. The interviewers come up with a list of questions they might ask in an interview, and the interviewees indicate what questions an applicant should ask during an interview. The remaining buzz groups formulate a list of qualities that an employer would desire in an employee. The list might contain such items as neat appearance, good self-concept, ability to cooperate with employers and co-workers, willingness to accept responsibility and desire to learn.

Students are then asked to fill out an application blank (See Appendix C, page 11,) and indicate what position(s) they would like to hold in the Clothing Factory. Before a student can interview for a position, the application blank must be correctly filled out and look neat. Each student must also pass the required test for the position. (See Appendix D, choosing appropriate test, page 12.) The next day interviews are held with the teacher, teacher aides and other available free teachers acting as interviewers. From those interviewed, students are chosen for positions.

408

5.0

A brief training period will be conducted by the teacher so as to review the skills needed by the particular position. Other students observe so that vacancies in the line may be filled should absences occur. The floor supervisors especially should take an active part in setting up the work stations and supervising training periods.

If additional materials must be purchased, the buyers make arrangements with the teacher to procure them. Records will be kept by them of any purchases made, including cost and description. The buyers are also in charge of figuring out the unit cost per article so they must keep accurate account of time consumed by each worker in constructing the article, materials used, and cost of production equipment. They could also investigate how much interest could be made on the money invested in production equipment (known as capitol investment).

The payroll department workers are also establishing wages to be paid, time records to be kept and pay deductions to be made. Paper money will also be produced which will be used in the payroll envelopes.

The assembly line is implemented after students are assigned special positions. All work on the articles must be checked by the inspector and must meet specifications in terms of a 5/8" seam allowance, seams all pressed open and seams back-stitched.

BASIC IDEA FOR BULLETIN BOARD

SCHOOL CLOTHING FACTORY

H E L P W A N T E D

Following Positions:

- Payroll Supervisors
- Buyers
- Floor Supervisors
- Inspectors
- Assembly Line Positions
  - Cutters
  - Seamstresses:
    - Seamers
    - Pocket Crew
    - Elastic Crew
    - Gathering Crew
    - Assemblers
    - Finishers
    - Hemmers
  - Pressers
  - Runners

NOTICE: For further information concerning openings or application form, see Instructor. Appointments for job interviews will be set up immediately.

The number of processes completed by each worker is recorded by the supervisor at the end of each day. A reasonable quota should be maintained and students replaced if they are unable or unwilling to meet the quota.

Labels for the articles are produced and hemmers attach them. Students among themselves may decide to form labor groups to interact by bargaining with management for better working conditions; music in the classroom might be one condition they want if school policy permits playing it in the classroom.

Consumer education is also integrated by having loaned or purchased articles like those produced brought into the classroom. Quality and cost between class-produced and purchased articles are compared. (Buyers would bring in the figures on the unit cost of each article.)

Payroll Department will then give a final report on the cost of labor, and the class will decide upon methods of rewarding the workers. The payroll supervisors can bring in ideas for doing this.

Each student will evaluate his or her contribution to the Clothing Factory and summarize what has been learned from the unit.

DESCRIPTION OF DUTIES

Managerial Positions:

PAYROLL: Paper money will be used for wages earned. At the completion of the Clothing Factory Unit, students may trade in their wages for prizes, extra points, or social activities. The Payroll Department, along with the teacher's guidance, will set a basic pay rate for factory employees. Pay days will be decided on by the Payroll Department. Students will be docked money from their set wages for such things as tardies, not keeping their work area clean, not meeting a basic daily quota set according to individual capabilities. Payroll clerks will make up pay envelopes with wages (paper money) inside and hand out on pay days. Payroll clerks will keep permanent records of each student's salary and notations on money docked from basic pay for any particular reasons.

411

BUYERS: After an individual class has determined what clothing item is to be produced, the Buyers, along with instructor's supervision and guidance, will be responsible for purchasing any supplies required for the Clothing Factory Unit. Buyers will be responsible for keeping records of any items purchased, including prices and description and figuring out costs per article.

FLOOR SUPERVISORS: Should have the ability to get along well with people and know the pattern being used. They are to make sure that the assembly line is running smoothly, free from any problems. They should have input on evaluating the assembly line workers.

INSPECTORS: Periodically check different sections of the assembly line to see that quotas are being met and that quality construction is achieved, checking seams for width, straight stitching, etc.

ASSEMBLY LINE POSITIONS:

CUTTERS: Completes layout and cutting and marking of pattern.

SEAMSTRESSES: (Detailed description below)

SEAMERS: Sews basic seams, straight stitching on machines.

POCKET CREW: Sews pockets if required for product.

ELASTIC CREW: Sews in elastic if required for product.

GATHERING CREW: Completes gathering if required for product.

ASSEMBLERS: Sews basic peices together.

FINISHERS: Puts on special trim, special machine stitching, puts stuffing in stuffed animals or pillows, etc., when product requires this to be done.

HEMMERS: Does final hemming or hand stitching of closures.

RUNNERS: Takes pieces from one section of the assembly line to another.

PRESSERS: Completes final pressing of product. Stores in cabinets neatly, with labels showing period during which product was made.

CLOTHING FACTORY

APPLICATION FORM

NAME _____ PHONE _____
(Last) (First) (Middle)

ADDRESS _____
(Town) (State)

BIRTHDATE _____ AGE _____

EDUCATIONAL BACKGROUND: School(s) Attended Year

_____ _____

_____ _____

ARE YOU PRESENTLY EMPLOYED? _____ IF SO, WHERE? _____

WHAT TYPE OF WORK TO YOU WANT? _____

WHAT EXPERIENCE HAVE YOU HAD IN THIS LINE OF WORK? _____

413

_____

_____

HOW IS YOUR GENERAL HEALTH? _____ ARE YOU PRESENTLY, OR HAVE YOU EVER USED DRUGS? _____

HAVE YOU EVER BEEN ARRESTED OR CONVICTED OF A FELONY OR MISDEMEANOR EXCEPT TRAFFIC VIOLATIONS? _____ YES _____ NO IF YES, GIVE

DATE AND PLACE _____

LIST ANY SPECIAL SKILLS YOU HAVE _____

_____

LIST THREE CHARACTER REFERENCES:

Name Address

_____ _____

_____ _____

_____ _____

EMPLOYMENT TESTS

FOR APPLICANTS

Please do not write in this space

SCORE_____

Time Started _____
Time Finished_____

APPLICANT'S TEST

BUYERS

1. If you purchased equipment that totaled $1.89 and you gave the sales clerk a $20.00 bill, how much change would you receive? $_____

2. If you purchased 2½ yards of material at $.69 a yard, what would the total cost be? $_____

3. What would be the total price for the following purchases?

   2 pkg. elastic at $.45 per pkg.
   1 zipper at $1.10
   3 yards of material at $.89 a yard (TOTAL) $_____

415

KEY

(1) 18.11 (2) 1.73 (3) 4.67

Please do not write in this space

SCORE_____

Time Started_____

Time Finished_____

APPLICANT'S TEST

PAYROLL

ADD THE FOLLOWING:

(a)	(b)	(c)
$ .14	$ 2.64	$10.16
1.91	10.98	.04
5.38	13.04	1.23

MULTIPLY THE FOLLOWING:

(a) 5½ X $2.14 =

(b) 3 X $ .69 =

SUBTRACT THE FOLLOWING:

(a)	(b)
$20.00	$ 9.50
-1.98	-1.37

KEY

ADDITION: (a) 7.43 (b) 26.66 (c) 11.43

MULTIPLICATION: (a) 11.77 (b) 2.07

SUBTRACTION: (a) 18.02 (b) 8.13

416

APPLICANT'S TEST

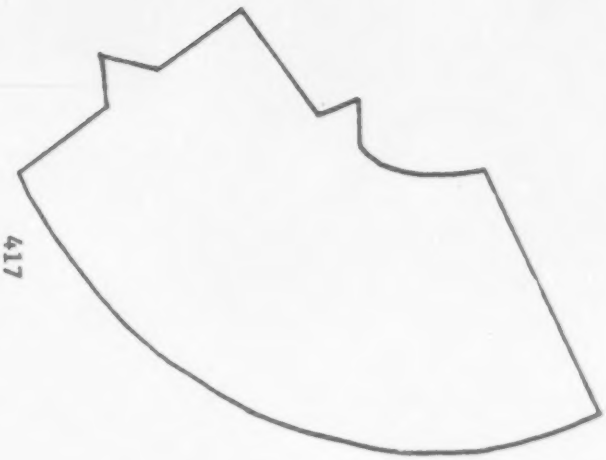
Inspectors and Floor Supervisors

1. Do you enjoy working with people? _____

2. Are you able to control your temper most of the time? _____

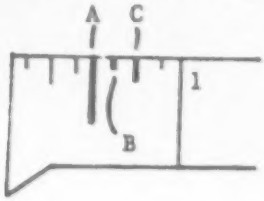
3. Are you able to accept responsibility? _____

4. Refer to the samples below and circle the sample that shows the correct way to cut notches.



417

5. Refer to examples below and circle the answer that shows where 5/8" would be located on a ruler.



6. Are seams pressed to the right side, the left side, or pressed open? _____

APPLICANT'S TEST

ASSEMBLY LINE

Performance Test

Seamstress Positions

1. Use attached patterns.

2. Without thread in the machine do the following:

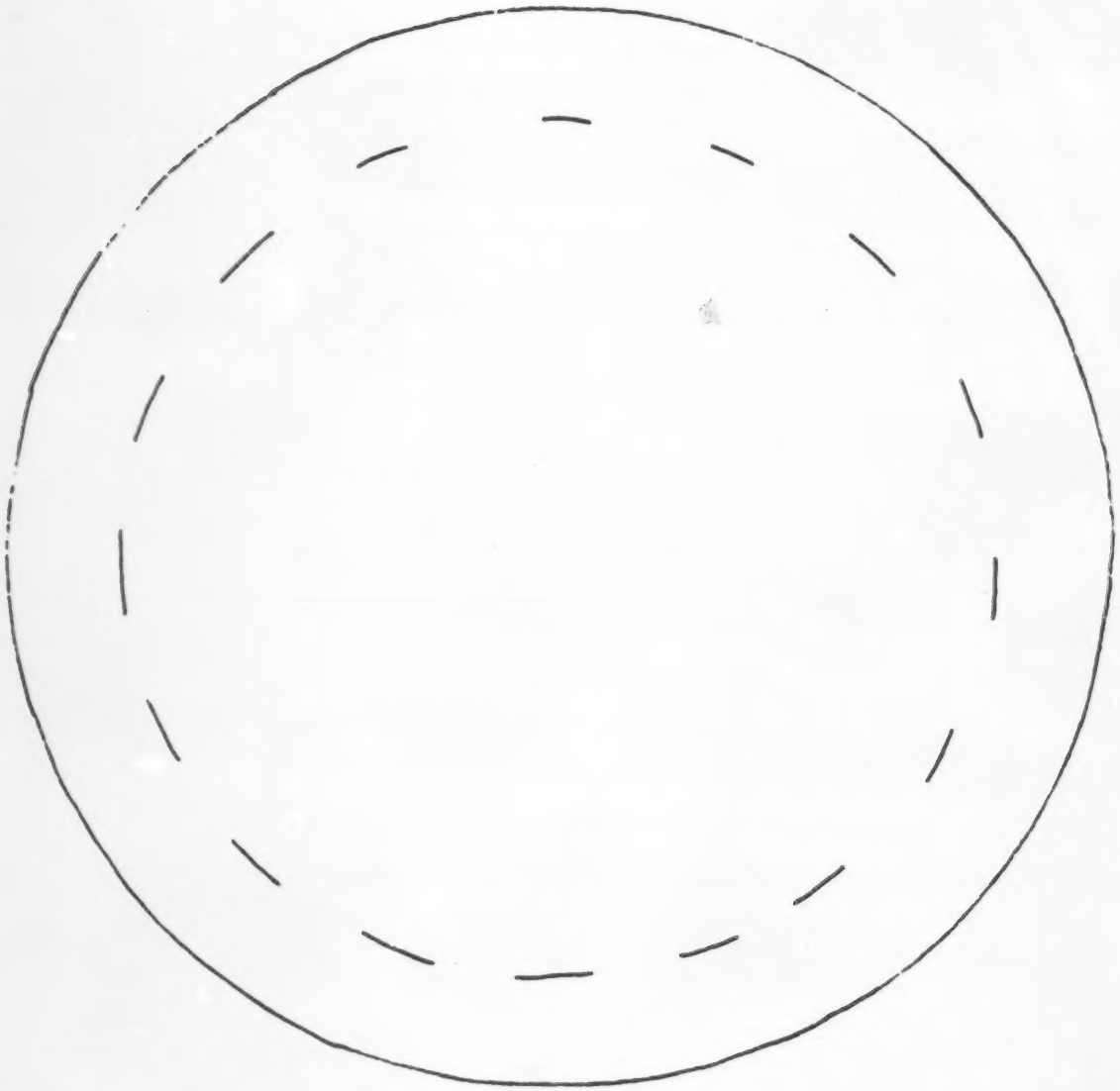
   A. Using the circle pattern, sew following the 5/8" seam allowance stopping at the point where you start.

   B. Using the square type pattern, sew along the 5/8" seam allowance and follow the direction of the arrows.

   C. Thread the machine and have the instructor check.

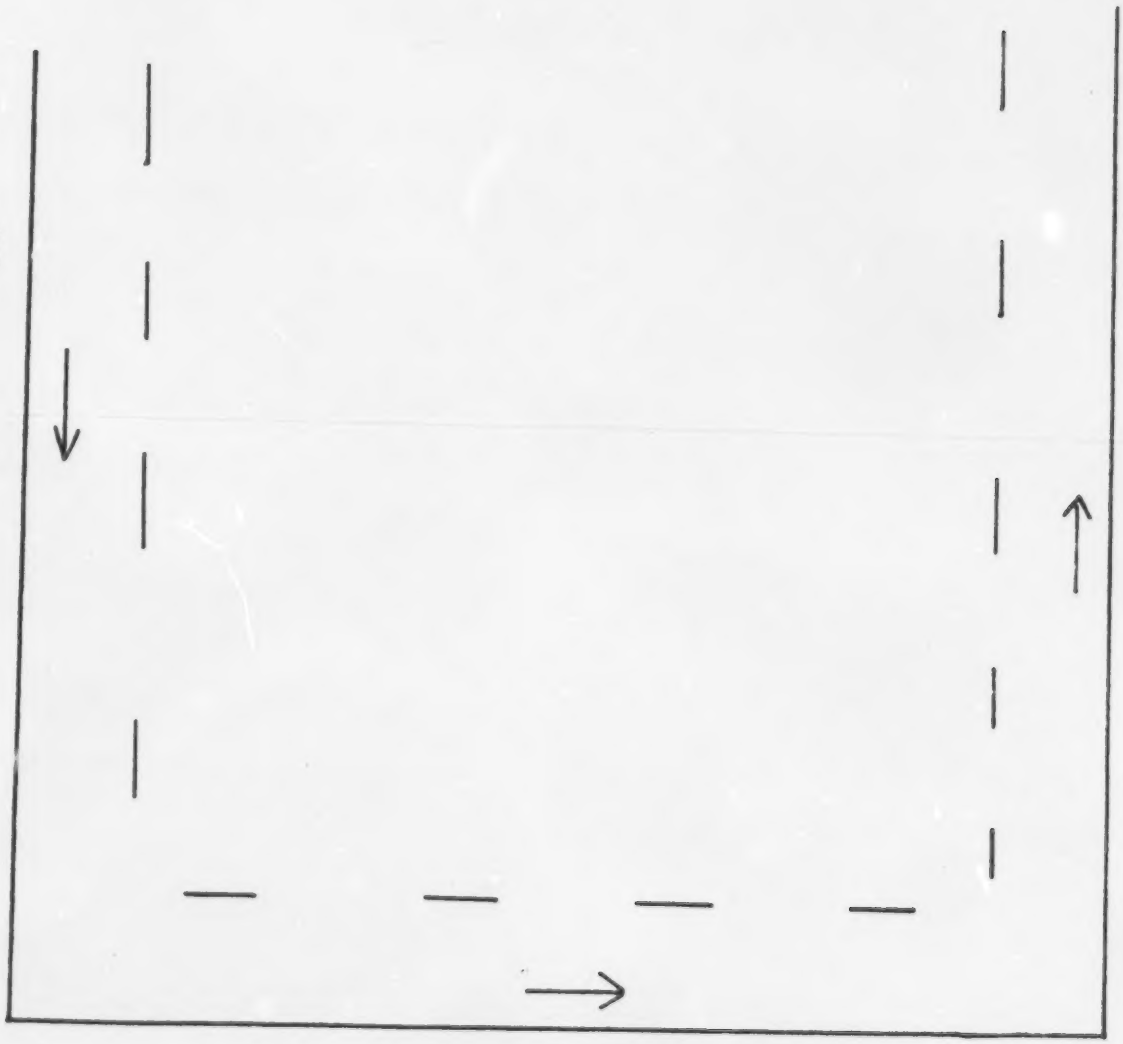
818

CIRCLE PATTERN (SEAMSTRESS POSITIONS)



419

SQUARE PATTERN (SEAMSTRESS POSITIONS)



APPLICANT'S TEST

ASSEMBLY LINE

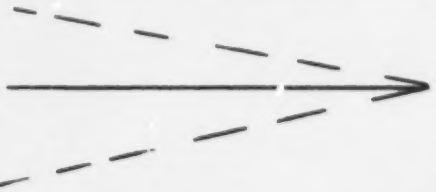
Performance Test

Cutters

1. Use bodice pattern attached.
2. Equipment needed: Scissors, straight pins, blank sheet of paper.
3. Layout pattern, pin, and cut keeping in mind basic pattern symbols.
4. What does this symbol mean? _____

_____

5. What does this symbol refer to? _____



421

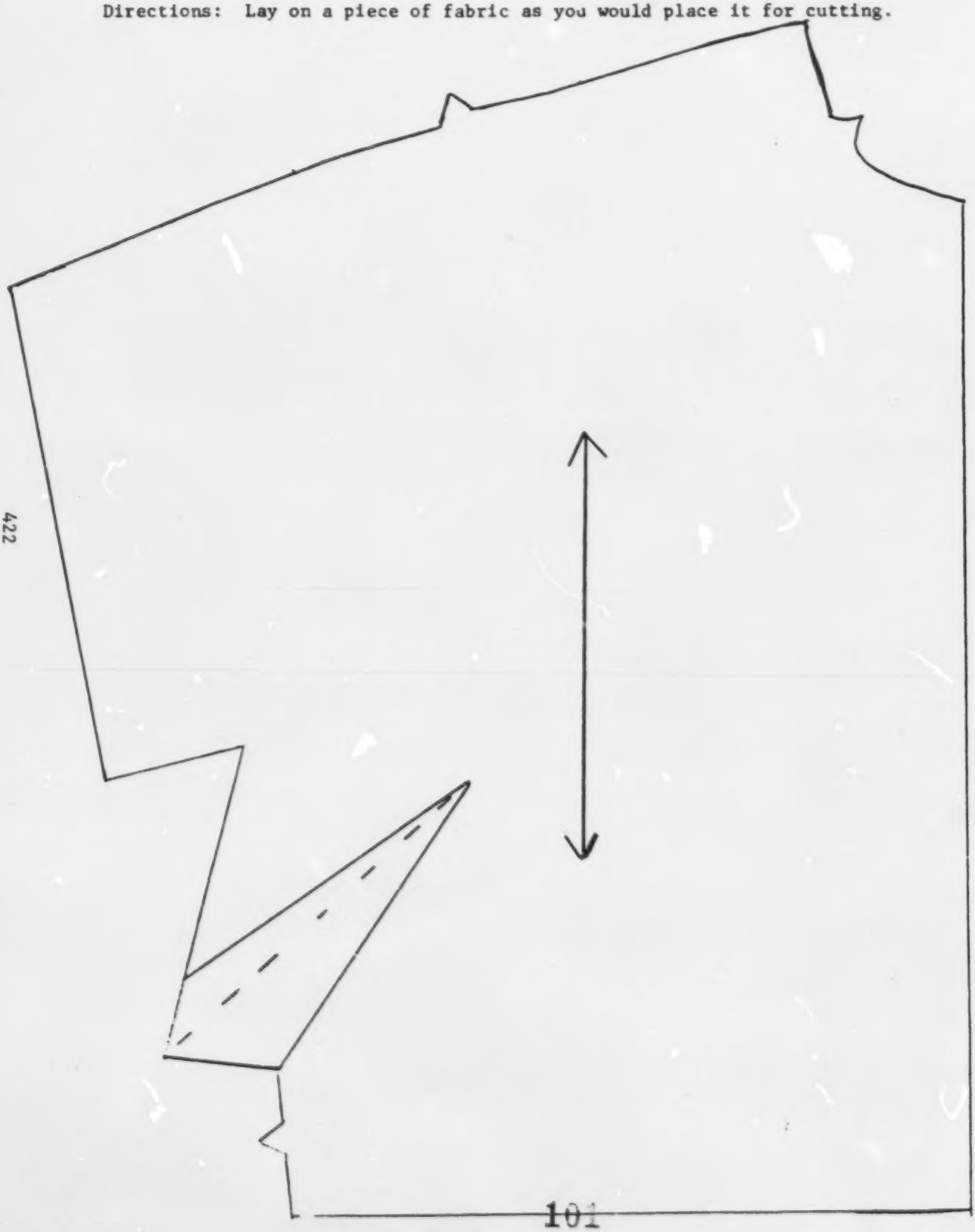
6. Which line below refers to cutting line _____ and which line refers to seam line _____.

7. What does this symbol mean? _____

_____

CUTTING PATTERN (FOR CUTTERS ONLY)

Directions: Lay on a piece of fabric as you would place it for cutting.



422

Appendix 9.62-1

CAREER ANALYSIS

Projected Career Choice 1_____

Abilities and skills I possess:

Abilities and skills I need to develop:

Plan to acquire by:

If above plan not possible, alternate plan to acquire will be:

Appendix 9.62-2

CAREER ANALYSIS

Projected Career Choice 1 _____

Step 1 - Education/Training/Experience(s) Required

Plan to acquire by:

If above plan not possible, alternate plan to acquire will be:

Identification of possible career ladder:

Appendix 9.62-3

CAREER ANALYSIS

Projected Career Choice 1 _____

Step 2 - Monetary and Social Rewards

Probable Salaries:

Probable Fringe Benefits:

Social Benefits:

Appendix 9.62-4

CAREER ANALYSIS

Projected Career Choice 1 _____

Step 3 - Probable Lifestyle

Leisure activities associated with career:

Cultural activities associated with career:

Material symbols (clothing, housing, etc.):

Mobility associated with career:

Appendix 9.62-5

CAREER ANALYSIS

Projected Career Choice 1 _____

Step 4 - Conferences Record

1. Teacher
   Review of career plan
   Comments:

Signed _____
Teacher

2. Guidance counselor
   Review of career plan
   Comments:

Signed _____
Counselor

Appendix 9.62-6

CAREER ANALYSIS

Projected Career Choise 1 _____

Step 4 - Conferences Record

3. Business person associated with career choice
   Review of career plan
   Comments:

Signed _____

Job Title _____

4. Parent/guardian
   Review of career plan
   Comments:

Signed _____

Parent/guardian